DOCUMENT RESUME

ED 032 514 AL 001 763

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The ADD Test--Auditory Discrimination in Depth.

Pub Date Mar 69

Note-5p.; Paper given at the Third Annual TESOL Convention, Chicago, Illinois, March 5-8, 1969

EDRS Price MF-$0.25 HC-$0.35

Descriptors-*Auditory Discrimination, Auditory Evaluation, *Auditory Perception, *Auditory Visual Tests, Language Development, Language Patterns, Language Skills, Learning Processes, *Phonemes, Reading Improvement

Identifiers-ADD Test, *Auditory Discrimination in Depth, Phoneme Grapheme Correspondence

The ADD (Auditory Discrimination in Depth) Test measures the auditory perceptions basic to grasping the logic of the English writing and reading system. If the level of a subject's auditory perception--his ability to discriminate the phonemes of English and his ability to code phonemic sequences in both non-syllabic and syllabic units--can be determined, it can be estimated how much developmental work is going to be needed before the writing and reading task will become comprehensible to him. The ADD Test gives both diagnostic and prognostic information in this respect. This test requires the subject to manipulate colored blocks to indicate his perception of the relationships of sounds in oral patterns. The three categories involved are designed to check the ability to (1) discriminate isolated phonemes in sequence; (2) perceive phonemic relationships in a simple, protected syllable; and (3) perceive phonemic relationships in complex syllables. Informal norms suggest that if auditory perceptual judgment is functioning, four-year-olds can handle Category I, first- and second -graders can handle Categories II and III. Difficulty with Category I after five or six years of age is uncommon, but even some adults cannot handle Categories II and III. This deficiency has been reflected in almost every instance in poor word attack in reading and poor spelling skills. (See related document ED 028 430.) (AMM)

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THE THIRD ANNUAL CONVENTION OF
TESOL
MARCH 5 - 8, 1969
PICK-CONGRESS HOTEL - CHICAGO, ILLINOIS

ED032514

The ADD Test-- Auditory Discrimination in Depth

by
Charles H. Lindamood

The ADD Test measures the auditory perceptions basic to grasping the logic of the English writing and reading system. If the phonemic unit contrasts which occur in spoken language patterns are not perceived, the representations of these units in corresponding graphic patterns have no tie to reality. They will be learned more through rote memory of gross visual units than through an understanding of the structural relationship linking oral patterns and graphic patterns. This effects a mechanical learning of reading and writing and restricts facility because it does not lend itself to extension and generalization to new and unfamiliar patterns.

If we determine the level of a subject's auditory perception--his ability to discriminate the phonemes of English and his ability to code phonemic sequences in both non-syllabic and syllabic units, we can estimate how much developmental work is going to be needed before the writing and reading task will become comprehensible to him. The ADD Test gives both diagnostic and prognostic information in this respect.

AL 001 763

The ADD Test requires the Subject to manipulate colored blocks to indicate his perception of the relationships of sounds in oral patterns. There are no predetermined sound-color associations; that is, the Examiner

and the Subject are free to use any color to represent any sound as they proceed through the test. Colored blocks are used to represent the sounds in order that prior learnings, such as letter-sound combinations, need not be in effect.

Three categories are involved, with a gradual increase in the complexity of the patterns to be judged within each category and between categories. Each category is presented first at a problem solving level. If the Subject cannot pick up the task at the problem solving level, a demonstration is given.

The Examiner uses an individual record sheet which gives the patterns to be pronounced. It also has spaces in which to record the Subject's responses.

In order to respond adequately to the test, the Subject:

1. Needs to have a concept of same-different;
2. Needs to have the number concept--at least to three;
3. Needs to be able to distinguish differences among colors.

The Examiner should be alert for clues as to the modalities used by the Subject in making his discriminations. Does he repeat the patterns? Does he watch the articulation of the Examiner? Does he appear to concentrate on the sounds?

Category I checks the ability to discriminate isolated phonemes in sequence. The subject must judge how many sounds he has heard in a given pattern and how those sounds relate to each other in regard to sameness and difference. He must encode the pattern of the sequence with colored blocks. The task is presented first at the problem solving level. The sounds are produced at the rate of one per second. The unvoiced consonants are produced without any accompanying vowel and the voiced consonants are

produced with as little neutral vowel following as possible. The continuant consonants are slightly prolonged but without a vowel sound following. The Subject is not directed to watch the Examiner's mouth, but it is noted if he does not.

The Test is administered as follows:

The Examiner says:

> WE'RE GOING TO DO SOMETHING THAT IS LIKE A PUZZLE. I'M NOT GOING TO TELL YOU EXACTLY WHAT TO DO, BUT IF YOU LISTEN TO MY WORDS (OR LISTEN CLOSELY) I THINK YOU'LL BE ABLE TO FIGURE OUT WHAT TO DO.

The Examiner places a block on the table in front of the student and says:

> I'M GOING TO LET THIS BE /s/. NOW SHOW ME /s/ /s/.

After the Subject responds, the Examiner verbalizes the response:

> YOU SHOWED ME THAT YOU HEARD TWO SOUNDS THAT WERE THE SAME: /s/ /s/.

Each response is recorded and marked as correct or incorrect. Partial credit is given for a response if it was initially incorrect but was corrected after the Examiner has given feedback by verbalizing the response.

If the Subject does not grasp the task on this first pattern (i.e., tries to form letters with the blocks, says he doesn't know what to do, etc.) the Examiner shifts to the demonstration level before continuing with the test proper.

At the demonstration level the Examiner says:

> I AM GOING TO MAKE SOME SOUNDS. YOU ARE GOING TO USE THESE BLOCKS TO SHOW ME HOW MANY SOUNDS YOU HEARD AND WHETHER THEY WERE THE SAME OR DIFFERENT.
>
> IF I SAY /z/ /z/ I MADE TWO SOUNDS THAT WERE THE SAME, SO YOU WOULD SHOW ME THAT BY LAYING OUT TWO BLOCKS OF THE SAME COLOR. (demonstrates)

BUT IF I SAY /z/ /m/ I MADE TWO SOUNDS THAT WERE NOT THE SAME. THEY WERE DIFFERENT. SO YOU WOULD SHOW THAT BY LAYING OUT TWO BLOCKS THAT ARE DIFFERENT. (demonstrates)

When the Examiner is satisfied that the Subject understands the task, he goes back to Category I, gives the first pattern again and proceeds through the fourteen patterns of the category.

/s/ /s/	/ə/ /a/ /ɔ/
/v/ /v/ /v/	/k/ /k/ /θ/
/z/ /l/	/b/ /b/ /v/
/d/ /ǰ/	/z/ /n/ /n/
/e/ /i/	/f/ /s/ /s/
/t/ /p/ /g/	/l/ /m/ /l/
/s/ /š/ /č/	/g/ /d/ /g/

Category II checks the ability to perceive phonemic relationships in a simple, protected syllable. Each nonsense syllable is pronounced as if it were a word; the syllable is not broken or distorted in any way.

At the problem solving level, the Examiner says:

IF THIS (one color block) SAYS /p/, AND THIS (different color block) SAYS /i/, SHOW ME /ip/.

If the Subject responds inappropriately, the Examiner demonstrates the task, using two other colored blocks and two other phonemes. Then he goes back to the individual record sheet, gives the first pattern again and proceeds through the entire category.

If the Subject responds appropriately, the Examiner says:

IF THAT SAYS /ip/, SHOW ME /pi/.

IF THAT SAYS /pi/, SHOW ME /pip/.

The responses are recorded and scored as in Category I.

Category III checks the ability to perceive phonemic relationships in complex syllables. Each nonsense syllable is pronounced as if it were a word, not broken or distorted in any way. The sounds are not isolated for the Subject, even in the first syllable unit. The Examiner simply says:

SHOW ME /ap/.

If the Subject responds inappropriately, the Examiner demonstrates the task using other phonemes, and then returns to the test patterns on the individual record sheet.

If the response is appropriate, the Examiner continues through the category.

IF THAT SAYS /ap/, MAKE IT SAY /vap/.	Subject responds.
IF THAT SAYS /vap/, MAKE IT SAY /vaps/.	Subject responds.
IF THAT SAYS /vaps/, MAKE IT SAY /vips/.	Subject responds.
IF THAT SAYS /vips/, MAKE IT SAY /ips/.	Subject responds.
IF THAT SAYS /ips/, MAKE IT SAY /isp/.	Subject responds.

Responses are recorded and scored as in the other categories.

Normative data is still in the process of being collected on the ADD Test. Informal norms to date suggest that if auditory perceptual judgment is functioning, four year olds can handle Category I; first and second graders can handle Category II and III. Difficulty with Category I has been found as late as fourteen years, but it is uncommon after 5 or 6 years of age. On the other hand, persons of ages all the way into the adult range have been found unable to handle Category II and III. This deficiency has been reflected in almost every instance in poor word attack in reading and poor spelling skills. The correlation between inadequacy on the ADD Test and poor speech patterns is not as high, but is still a positive one.

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